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ABSTRACT

This descriptive study investigates the variability in the curriculum pacing decisions of classroom teachers. The effects on the reading achievement and performance gains of first and second grade students in a compensatory education program program are examined. Data were collected from: (1) the Metropolitan Readiness Test results used to select children for Education Consolidation Improvement Act (ECIA) Chapter 1 classes; (2) pretest and posttest administrations of the California Achievement Test, Level II; and (3) student completion percentages of the Scott Foresman basal reading series. Stepwise multiple regression using selection scores, pretest and textbook completion data were performed to predict both the posttest score and achievement gains. A follow-up study of the first grades continuing in the ECIA Chapter 1 program in second grade was also conducted. Results indicated that very few of the ECIA Chapter 1 students promoted to second grade completed the first grade reading programs. Program pacing, as measured by textbook completion data, was a good predictor of future textbook completion. Implications of the variations in completing developmental reading program materials for subsequent achievement and standardized testing are discussed.
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TIME ON ANY TASK?:
THE RELATIONSHIP BETWEEN INSTRUCTIONAL PACING
AND STANDARDIZED ACHIEVEMENT TEST GAINS

by

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Time On Any Task?:
The Relationship Between Instructional Pacing
and Standardized Achievement Test Gains

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Classroom teachers have great discretion in setting the pace at which students are moved through instructional materials. The old saw that a French education minister could guarantee the page and lesson covered by each student at each level on a particular day certainly has never applied in American schools. Even the most highly structured curricular innovations have placed the final responsibility for how students proceed through the materials in the hands of the classroom teacher. At best, the program might propose a pace for average students and then suggest modifications in pace or content to accommodate the needs of the above average and below average student.

The obvious problem with all such pacing instructions is that they require teachers to decide whether a student falls in one of the three pacing categories. The present study investigates variability in the pacing decisions made by classroom teachers and the effects of this variability on the reading achievement performance and gains of children in a compensatory education program. By law, ECIA Chapter I programs provide instruction which supplements, but which does not supplant or replace, local reading programs. In practice, this means that virtually all pacing decisions are made by the classroom teacher and that Chapter I teachers work entirely within these bounds.

Questions of instructional pacing are closely related to a number of important educational issues which potentially affect the outcomes of reading

intervention programs. Calls for individualization of instruction and for development of individualized plans based on diagnostic evidence imply that compensatory education teachers control reading progress by making the crucial decisions in instruction. Questions of pacing have become clouded as the pacing teachers have been exhorted to achieve mastery (Bloom, 1980), or meet prescribed levels of minimum competency tests. Arlin (1976) proposed that class-paced instruction tends to create artificial similarity in learning because pacing decisions are made on the basis of a steering criterion group (Dahloff, 1971) composed of below average achievers. Arlin (1984) concluded that instructional pacing decisions restrict the progress of capable students. These studies did not address variation in pacing of instruction for the below average children served by compensatory education programs.

The required use of standardized achievement tests to measure the efficacy of compensatory education programming introduces another factor, which is potentially crucial vis-a-vis instructional pacing. Standardized Reading Tests are developed on the basis of content validity which presumes exposure to some nationally valid curricular content (e.g. Harris, 1978). Typically, reading skills and vocabulary are sampled from word lists, basal reading series, curriculum guides and expert thought proposed to be widely representative of grade level instruction. The question addressed by this paper involves this question of the validity of the outcome measure. Does the test equally reward a slow student who masters a small portion of the first grade curricula and an equally competent learner who covers more grade level material but learns it at a level typical of a below average reader? If not, then slow progress through grade level material could be a cause and not an outcome of low achievement scores. This study will investigate the

variability in the pacing of first and second grade instruction to compensatory education children using a common basal reading series. It will further study the relationship of the variability in pacing to the achievement test gains and outcomes made in a compensatory education program.

Data Sources

Data for this study were collected as an adjunct to the evaluation of the Chapter I program in a large midwestern city. The P-II Level of the Metropolitan Readiness Test (1977 Edition) was administered at the end of Kindergarten to select children for Chapter I classes. First grade project children were pretested and posttested within two weeks of the empirical norm date with Level II of the California Achievement Test (1977 Edition). Model A of the Chapter I evaluation models was used to compute achievement gain. All readiness and achievement status scores were computed in normal curve equivalents (NCE's). In 32 schools, Chapter I teachers ascertained the book and page in the Scott-Foresman basal reading series for all Chapter I first grade students (N = 1095) and identified by code the feeder classroom reading teachers (N = 64). All students repeating the first grade were eliminated from the study since norm referenced gains were not considered appropriate for repeaters. Book levels and page numbers were converted to percentages representing linear completion of the reading series. Textbook completion was coded in five percent intervals.

A second collection of curriculum and achievement test data was made at the second grade. Selection for the second grade test was made on the system-wide administration of the California Achievement Test, Level II, at the end of the first grade. (This test also served as the grade one posttest.) Children scoring below the 41st NCE (33rd percentile) were

eligible and in most cases selected for the second grade program. Project second grades were tested within one week of the empirical norm dates in fall and spring. Chapter I teachers supplied curriculum completion data in late October and again in late May. No data on feeder teacher identity was collected at second grade.

The data were investigated using stepwise multiple regression using the selection scores, pretest and textbook completion data to predict both the posttest score and achievement gain. At the first grade, the data were investigated at school, teacher and individual pupil levels of aggregation. The second grade regressions were limited to pupil data.

Results

This study is a descriptive one since it is based on data collected for a completely different purpose. Evaluation studies conducted in the local Chapter I program had indicated that poor vocabulary-concept development was highly related to the losses in reading achievement noticed among students during grades four through six (Gastright, 1979). These studies were based on results reported by Becker (1977) who proposed that early reading gains in compensatory education programs were only apparently lost since the criterion reading tests shifted emphasis from a highly controlled vocabulary in the early grades to a more realistic and presumably untaught vocabulary above grade three.

The local Chapter I program accepted the results and put great emphasis on a vocabulary-concept development program which emphasized the immediate reinforcement and direct teaching of core-concepts and words introduced in the basal reading program. The program concentrated on the continued development of widely used adjectives, verbs and adverbs which were believed to

affect the comprehension of a wide range of reading material. The program was a natural, meaning-based, extension of a parallel emphasis on the development of immediate sight word recognition (Dolch, 1951). A 54-item multiple choice vocabulary test was developed on a sample of the core vocabulary which proved highly reliable during a pilot test on Chapter 1 children ($R = .84$).

This study began when the children who received additional direct instruction on the core concepts failed to outperform a comparison group who were exposed to the basal reader vocabulary only in the general funded classroom. What was worse, a second group of Chapter 1 students using an experimental reading program based on a completely different vocabulary base, significantly outgained both the treatment and comparison groups on the words sampled for the test. Fortunately, the results were collected early enough that it was possible to check on how much of the vocabulary-containing material had been covered by the students involved in the study. Vocabulary load in first grade basal readers tends to increase across the year. We found that most of our "treatment students" had not been exposed to so much as half of the limited vocabulary load of the first grade textbooks. In other words, we had evaluated a treatment that had largely not been administered.

One of our first evidences of a problem was a comparison of the distribution of textbook completion rates for first graders with their selection scores on the readiness test.

(INSERT FIGURE 1)

The readiness scores show a predictable distribution since the project eligibility cutoff was established as at or below the 41st NCE. In contrast, the textbook coverage data is more normal with a strong distribution centered on the 40 to 50 percent completion range. Keep in mind that the pacing decisions were in all cases made by the classroom teacher, who was dealing with a distribution of readiness scores that included the other two-thirds of the distribution of readiness scores. Total school first grade readiness scores in the 32 schools involved in this study were centered above the 41-45 NCE range. The remainder of the data reported on the first grade is an attempt to better describe the relationship of textbook coverage to the Pretest-Posttest gains made in the TIERS-Norm-Referenced Evaluation Model (A) (Tallmadge, 1981).

The data were aggregated by pupil, school and teacher using the required Chapter 1 evaluation scores with the addition of the textbook coverage data (see Table 1).

Table 1. Data on the 1982-83 Cohort of Chapter 1 Students Included in the Core Vocabulary Study, By Student (N = 815)*

	$\bar{X}$	SD
G-1 Percent Textbook Covered	51.9	22.5
Readiness NCE	27.2	11.2
Pretest NCE	30.4	13.1
Posttest NCE	39.2	14.2
Pre-Post Gain NCE	8.9	14.2

* Limited to children who had not failed the first grade and who had complete data.

The selection test, pretest and posttest data were comparable to those recorded in previous years and show a typical distribution based on local

program data. The intercorrelation between the variables were then inspected at the pupil level (see Table 2).

Table 2. Intercorrelations of First Grade Chapter 1 Evaluation Variables (N = 815)

	1	2	3	4	5
1. Pre-Post Gain NCE	--				
2. Pretest NCE	-.58	--			
3. % Textbook Covered	.31	.22	--		
4. Readiness NCE	.15	.18	.29	--	
5. Posttest NCE	.65	.24	.58	.35	--

These data were more interesting. The low correlation of selection score (MRT) with posttest score was somewhat surprising but not totally so, since the Chapter 1 testing system has always discounted the reliability of first grade data and eliminated them from the reporting process. The relatively high correlation of textbook coverage--a seemingly ill-defined construct--with posttest score was indeed a surprise as was the large negative pretest correlation.

The wide variation in textbook coverage and the low absolute level of coverage were unexpected. This study was then carried out to further investigate the relationship between textbook coverage and Chapter 1 gains, as well as to determine whether the variation in textbook coverage persisted as the children moved through the second grade.

In a stepwise multiple regression, the pretest was the best predictor of gain ($R = .58$). Textbook coverage raised the multiple- R to .73 and readiness also contributed significantly to the prediction ($R = .75$). The percent of textbook covered was the best predictor of the posttest score ($R = .58$).

Readiness scores also contributed significantly to the prediction ($R = .61$) (see Appendix A).

An additional analysis was carried out using classroom teachers ($N = 64$) and schools ($N = 32$) as the levels of aggregation. Teachers with five or fewer sets of complete scores were eliminated from the analysis (see Table 3).

Table 3. Mean Scores of First Grade Variables Aggregated by Teacher ($N = 64$) and School ($N = 32$)

	Teachers		Schools	
	$\bar{X}$	SD	$\bar{X}$	SD
G-1 Textbook Completion	50.2	16.4	49.7	9.2
Readiness NCE	28.9	5.3	29.1	3.7
Pretest NCE	30.7	6.6	31.2	5.3
Posttest NCE	39.9	10.0	40.3	7.0
Pre-Post Gain NCE	9.2	10.4	9.2	5.3

The descriptive data on the first grade variables aggregated by teacher and school unit were similar to those found using the pupil. Variability predictably decreased as the level of aggregation increased.

Using the teacher unit data, textbook coverage was the best predictor of pre-post gains ($r = .52$). Both pretest NCE and readiness NCE significantly contributed to the multiple-R (.92). Textbook coverage was also the best predictor of posttest NCE ($r = .77$). Readiness NCE also contributed significantly to the multiple-R (.79).

Using the school unit data, pretest NCE was the best predictor of pre-post gain ($r = .42$). Textbook coverage significantly improved the multiple-R ($R = .74$) as did readiness NCE ($r = .74$). Textbook coverage was the best predictor of posttest NCE ($r = .57$) and pretest NCE significantly contri-

buted to the multiple-R ($R = .67$) (see Appendix B).

An additional analysis was carried out to investigate the effect of the classroom teachers pacing decisions on curriculum coverage. Using schools ($N = 32$) as the unit of analysis, 78.1 percent of the variance in textbook coverage was found to be within teachers classes with the remainder divided between teachers and between schools. Chapter I students were found in all of the general funded teachers' two, three or four reading groups. The textbook completion data disclosed that Chapter I students from a particular classroom teacher's individual reading groups proceeded at the same pace. The myth of individual attention translated quickly into the classroom reality of reading groups, all of whose students worked through the basal readers at the same pace.

Second Grade Follow-Up Results

Naturally, a second grade follow-up study was developed to help explain what we felt were confusing first grade results. Here the weaknesses of the Chapter I emphasis on internal program studies became a problem. We managed to collect textbook completion data on virtually all second grade Chapter I students. Unfortunately, we did not collect data on the most successful Chapter I first graders--those who scored out of the program at the end of the first grade.

Only 220 of the 815 first graders remained eligible and continued in the second grade program. Of this group, complete first and second grade data was collected on 159 students. Descriptive data for both the first and second grades is given in Table 4.

Table 4. Selection Test, Achievement Test Data and Curriculum Completion Data for Chapter 1 Students Who Continued in Chapter 1 Classes During the First and Second Grades (N = 159), and Selection Test Data and Curriculum Completion Data for Chapter 1 Students First Entering Chapter 1 Classes During the Second Grade (N = 252)

	$\bar{X}$	SD
<u>Students Who Continued During the First Grade and Second Grade:</u>		
Readiness NCE	28.3	10.1
G-1 Pretest NCE	27.1	12.6
G-1 Posttest NCE	32.3	8.5
G-1 Textbook Completion	44.4	14.4
G-2 Pretest NCE	23.4	10.6
Pre G-2 Textbook Completion (%)	60.0	19.7
G-2 Posttest NCE	39.1	15.5
End G-2 Textbook Completion (%)	101.5	32.9
G-2 Pre-Post Gain NCE	15.8	15.1
<u>Students First Entering During Second Grade:</u>		
Readiness NCE	40.8	16.4
G-1 Pretest NCE	---- *	---- *
G-1 Posttest NCE	32.7	8.4
G-1 Textbook Completion	---- *	---- *
G-2 Pretest NCE	25.4	11.1
Pre G-2 Textbook Completion (%)	62.7	20.3
G-2 Posttest NCE	40.8	13.1
End G-2 Textbook Completion (%)	112.2	35.4
G-2 Pre-Post Gain NCE	15.4	14.8

* These data were not collected on new entries.

The continuing Chapter 1 students in the second grade differed from the first grade cohort by having slightly higher readiness scores (28.3 vs 27.2), lower textbook coverage (44.4 vs 51.9), lower posttest scores (32.3 vs 39.2), and smaller pretest-posttest gains (5.2 vs 8.9). By October of

grade two, this group had completed 60 percent of the first grade textbook. Their second grade pretest scores were significantly lower than their end of first grade scores (23.4 vs 32.3). By the end of the second grade, they had covered 101.5 percent of the first grade curriculum and they made large apparent gains by the time of the posttest (15.8 NCE's).

The continuing students were joined in second grade classes by 336 students who were in Chapter I schools during the first grade but who were not selected for Chapter I classes. Complete second grade data as well as readiness scores and second grade selection scores (end of first grade total reading scores) were found on 252 of these children (see Table 5).

The greatest difference between the continuing first grade group and the new second grade entries was on the readiness test. Second grade entries scored much higher on the grade one selection test (40.8 vs 28.3). This difference was wiped out by the end of the first grade. The new grade two entries scored about the same as the continuing Chapter I students (32.7 NCE's vs 32.3 NCE's) on the second grade selection test.

This equality in second grade selection scores was also displayed on the October grade two textbook completion data (60.0 vs 62.7), and on the second grade pretest reading scores (23.4 NCE's vs 25.4). It should be noted that both of these groups, which have barely started real reading instruction (primer level) show large "summer losses" when pretested with the more demanding second grade test. By the end of the second grade, the new entries had progressed slightly further into the second grade textbook than the continuing Chapter I students (112.2% vs 101.5%). The new entries also had slightly higher posttest scores than the continuing group (40.9 NCE's vs 39.1).

The intercorrelations of the common grade one and grade two variables for the two second grade groups are given in Table 5.

(INSERT TABLE 5)

As would be expected, grade two posttest scores were highly correlated with second grade gain scores in both groups. The end of kindergarten readiness scores were, at best, low correlates of all of the remaining variables. First grade posttest scores were modestly related to the second grade textbook coverage data (October and May), though the relationship was significantly stronger in the continuing Chapter I group. Beginning second grade textbook coverage was strongly related to end of second grade coverage in both groups ($r = .72$, $r = .76$).

The common second grade variables were used to predict both second grade gain and second grade posttest scores. In the continuing Chapter I group ($N = 152$), the second grade pretest was the best predictor of second grade gains ($r = .31$) and the beginning textbook coverage raised the multiple-R to .45. Pretest score was also the best predictor of posttest score ($r = .38$) and beginning year textbook coverage significantly raised the multiple-r to .46.

In the new entry group ($N = 252$), the pretest was the best predictor of posttest ($r = .49$) and end of year textbook coverage increased the multiple-R significantly to .59. Pretest scores were also the best predictors of the pre-post gain ($r = .38$) and end of year textbook coverage significantly raised the multiple-R to .52 (see Appendix C).

Discussion:

An important caveat should be mentioned before any discussion of these admittedly descriptive results. The period under study involved the first year of the introduction of a new basal reading program. The first grade teachers in 1982-83 and the second grade teachers in 1983-84 were using a new textbook for the first time. Year-by-year introduction of a new basal program cuts both up-front costs and the burden of inservice training. Local sages have pointed out that the cohort of children leading the change is exposed for their whole school experience to teachers who were forced to abandon an old friend and learn to use a new one. This could clearly influence the textbook completion rates, but I doubt that it completely accounts for the pacing variations noted in this study.

I would like to under-interpret the data as presented, and perhaps over-speculate on how better planned studies might determine whether grade level pacing through a developmental reading program should not be an important element in evaluating Chapter 1 reading programs. I will mention in this regard that our local sustained effects studies have shown that first grade Chapter 1 students made sizeable gains which were sustained through the end of the third grade. For the cohort prior to the one involved in this study, the sustained thirty month gains ranged from 8.9 NCE's for the continuing Chapter 1 students to 16.2 NCE's for the first grade scoreouts (Gastright, 1984).

The sizeable group of first and second grade failures who were in the Chapter 1 program during the period under consideration, were not included in this study since their performance using Model A of the TIERS system is atypical to say the least.

From a practical and non-speculative point of view, it was disturbing to find that very few local Chapter 1 students completed the first grade reading program despite being promoted on to grade two. Clearly, the textbook completion data show that in a highly structured developmental reading program, program pacing is a fairly good predictor of future textbook completion. What does it mean to pass normally through school and yet to barely finish the first grade basal reader by the end of grade two? Despite improved reading scores, will these children be competitive with children who covered more grade level material during grade three?

What do standardized reading test scores mean when children cover completely different material? Is a 50th NCE child who completed half of the first grade textbook as well prepared to tackle grade two as a 50th NCE student who completed all 842 pages? Does improved mastery of phonetic analysis material somehow counterbalance the weaknesses in vocabulary-concept knowledge and reading comprehension first introduced in the primer and first reader?

Despite the persiflage about "out of level testing," does it mean the same thing during grade two? Our evidence suggests not. Second grade classroom teachers picked children up where they were, or a little further back, and marched them through the basal at two units a week. We found no evidence of judicious skipping ahead, or increased pacing. We are now monitoring what happens in grade three with this cohort of children and for a change we have included the first grade scoreouts in the data collection.

A second concern we uncovered involves the clarity of the pacing directions provided to classroom teachers as they create reading groups. The basal reading series clearly stated that all but the poorest readers should complete the second grade program in a year while average and above average

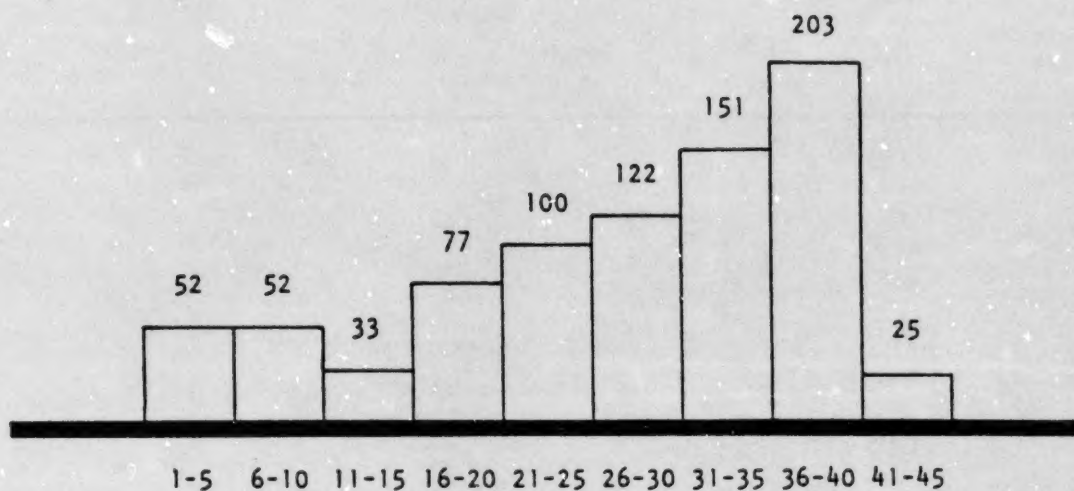
readers tackle additional material. In grade one, the directions were less clear. Teachers were left to interpret "below average" on their own terms. Unfortunately, this translated into relative decisions based on the distribution of achievement in each teacher's class. Teachers establish three or four reading groups based on a consideration of test scores and performance. Once established, each of the groups proceeds through the reading program at a rate determined more by its least capable students, than by its average or above average ones. The variability in pacing found in this study was largely found within a single teacher's class. Textbook coverage appears to be a stable educational variable which contributes significantly to the prediction of Chapter I posttest scores and gains.

Let me close with a typical local evaluation anecdote which explains why I brought these results up for scrutiny. Independently the local Chapter I program decided to pilot test a set of "mastery tests" developed by the publisher of the basal reading series as a means of improving communication between Chapter I and classroom teachers. Teachers rated them very high because they were working for the first time on the same reading skills, vocabulary and concepts as the classroom teachers. Their only complaint was that over 90 percent of their children scored at "mastery" when they were first told to give the basal unit tests. The Chapter I teachers felt that the classroom teachers were going "too slow" especially before Christmas.

When terms like mastery, minimum competency and acquisition of critical skills are applied to developmental reading, they have serious implications for how teachers move through the curriculum. Whatever these constructs mean in the minds of their creators, they do not mean the same thing to all

teachers. Some teachers move children ahead as long as they are improving at their own level. Others wait and wait, expecting that these below average readers will eventually match average performance, or perhaps "mastery" before they move on. How much time should be spent on each reading task? I don't have the answer, but classroom teachers clearly don't agree on one. Furthermore, it appears that their decisions have a significant effect on the reading performance of children in compensatory education classes.

Metropolitan Readiness Scores in NCE's
(N = 815)



Textbook Completion Scores in Percents
(N = 815)

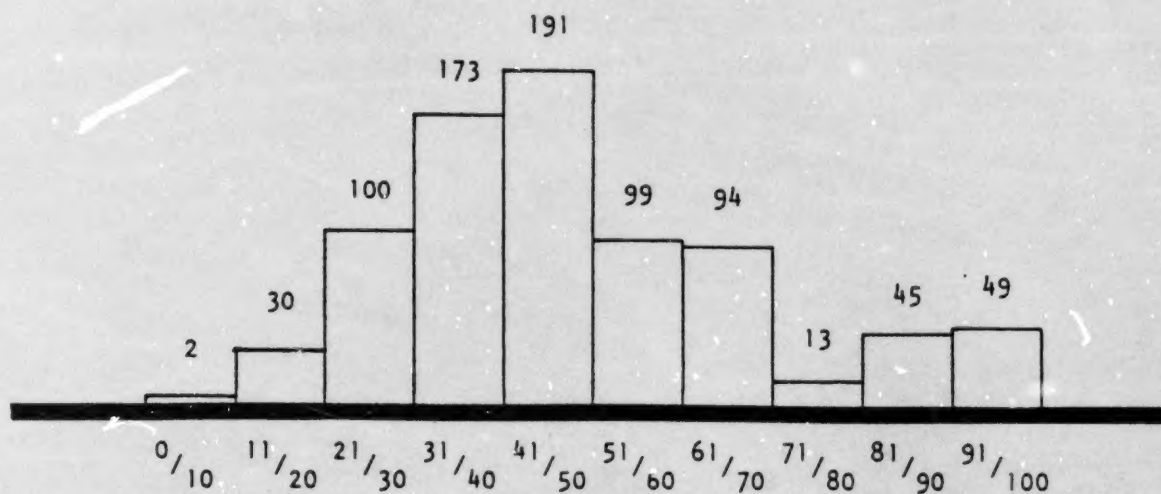


Figure 1. Histograms of First Grade Readiness Scores and End of Grade One Textbook Completion Percentages.

Table 5. Intercorrelation Among the Chapter 1 Variables for the New Entries (N = 252) and Continuing Chapter 1 Students (N = 159)

	1	2	3	4	5	6	7
<u>Students Who Continued During the First and Second Grades:</u>							
1. Readiness NCE	---						
2. G-1 Posttest NCE	.20	---					
3. G-2 Pretest NCE	.09	.13	---				
4. Pre G-2 Textbook Completion (%)	.27	.43	.16	---			
5. G-2 Posttest NCE	.16	.26	.38	.32	---		
6. End G-2 Textbook Completion (%)	.24	.46	.12	.76	.30	---	
7. Pre-Post Gain (G-2) NCE	-.15	-.19	.31	-.27	.77	.21	---
<u>Students First Entering During Second Grade:</u>							
1. Readiness NCE	---						
2. G-1 Posttest NCE	.22	---					
3. G-2 Pretest NCE	.16	.25	---				
4. Pre G-2 Textbook Completion (%)	.09	.33	.33	---			
5. G-2 Posttest NCE	.08	.23	.49	.34	---		
6. End G-2 Textbook Completion (%)	.13	.21	.25	.72	.44	---	
7. Pre-Post Gain (G-2) NCE	-.07	.10	-.38	.14	.63	.26	---

APPENDIX A

Summary Table of the Use of First Grade Variables to Predict Pre-Post Gain,
Pupil Data (N = 815)

Variable	Multiple R	R-Square	Simple R
Pretest NCE	.58	.33	-.58
% Textbook Covered	.73	.53	.31
Readiness NCE	.75	.56	.15

Summary Table of the Use of First Grade Variables to Predict Posttest NCE,
Pupil Data (N = 815)

Variable	Multiple R	R-Square	Simple R
% Textbook Covered	.58	.33	.58
Readiness NCE	.61	.37	.35
Pretest NCE	.61	.37	.24 *

* Not significant

APPENDIX B

Summary Table of the Regression of First Grade Variables Predicting Pre-Post Gain, Aggregated by Teacher (N = 64)

Variable	Multiple R	R-Square	Simple R
G-1 Textbook Coverage	.52	.27	.52
Pretest NCE	.78	.61	-.40
Readiness NCE	.92	.84	.15

Summary Table of the Regression of First Grade Variables Predicting Posttest NCE, Aggregated by Teacher (N = 64)

Variable	Multiple R	R-Square	Simple R
G-1 Textbook Coverage	.77	.60	.77
Readiness NCE	.79	.63	-.34
Pretest NCE *	.79	.63	.26

* Not significant $p > .05$

Summary Table of the Regression of First Grade Variables Predicting Pre-Post Gain, Aggregated by School (N = 32)

Variable	Multiple R	R-Square	Simple R
Pretest NCE	.42	.18	-.42
G-1 Textbook Coverage	.74	.54	.35
Readiness NCE	.82	.67	.40

Summary Table of the Regression of First Grade Variables Predicting Posttest, Aggregated by School (N = 32)

Variable	Multiple R	R-Square	Simple R
G-1 Textbook Coverage	.57	.32	.57
Pretest NCE	.67	.44	-.27
Readiness NCE *	.72	.51	.47

* Not significant $p > .05$

APPENDIX C

Summary Table of the Regression of the Pretest Score and Textbook Coverage Predicting Second Grade Reading Gains, In the Continuing Chapter I Group (N = 152)

Variable	Multiple R	R-Square	Simple R
Second Grade Pretest	.31	.09	.31
Beginning Grade Two Textbook Coverage	.45	.20	-.27
End of Grade Two Textbook Coverage	.45 *	.20	.21

* Not significant $p > .05$

Summary Table of the Regression of the Pretest Score and Textbook Coverage Predicting Second Grade Reading Posttest Score, In the Continuing Chapter I Group (N = 152)

Variable	Multiple R	R-Square	Simple R
Second Grade Pretest	.38	.15	.38
Beginning Grade Two Textbook Coverage	.46	.21	.32
End of Grade Two Textbook Coverage	.46 *	.21	.30

* Not significant $p > .05$

Summary Table of the Regression of the Pretest Score and Textbook Coverage Predicting Second Grade Reading Gains, In the New Entry Group (N = 252)

Variable	Multiple R	R-Square	Simple R
Second Grade Pretest	.38	.14	-.38
End of Grade Two Textbook Coverage	.52	.27	.26
Beginning of Grade Two Textbook Coverage	.52 *	.27	.10

* Not significant $p > .05$

Summary Table of the Regression of the Pretest Score and Textbook Coverage Predicting Second Grade Reading Posttest Score, In the New Entry Group (N = 252)

Variable	Multiple R	R-Square	Simple R
Second Grade Pretest	.49	.24	.49
End of Grade Two Textbook Coverage	.59	.35	.25
Beginning of Grade Two Textbook Coverage	.60 *	.36	.34

* Not significant $p > .05$

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